A CRITICAL STUDY OF LIBRARIES OF JAWAHAR NAVODAYA VIDYALAYAS OF CHHATTISGARH

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01. TITLE:

A CRITICAL STUDY OF LIBRARIES OF JAWAHAR NAVODAYAVIDYALAYAS OF CHHATTISGARH

02. INTRODUCTION:

"Education is the most powerful weapon which you can use to change the world"

-----Nelson Mandela

School is a gateway to knowledge and plays an important role in building up a love for reading. The school library is integral to this education process. Encouraged at the right age, the children are sure to develop a love for books.

School libraries are seen as a significant part of school support where all learners can pursue intellectual engagement in both real and virtual landscapes. In collaboration with staff, students, and other libraries and the community, school library services support and stimulate learning and teaching innovation as a gateway to seamless access to information services.

According to IFLA/UNESCO School library Manifesto, the school library provides information and ideas that are fundamental of functioning successfully in today's information and knowledge-base society.[1]

The concept of opening Jawahar Navodaya Vidyalaya in every district of India was born as a part of section 5.15 in National Policy on Education (NPE86).

The Navodaya Vidyalaya System is a unique experiment unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas including the most backward. But, so far, good quality education has been available only to well-to-do sections of society, and the poor have been left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. These talented children otherwise would have been deprived of quality modern education traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education-1986 envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent.

Objectives of Jawahar Navodaya Vidyalaya

* To serve the objectives of excellence coupled with equity and social justice.

* To promote national integration by providing opportunities to talented children, largely rural, from different part of the country, to live and learn together and develop their full potential.
* To provide good quality modern education, including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education.
* To ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three language as envisaged in the Three Language Formula; and
* To serve, in each district, as focal point for improvement in quality of school education through sharing of experiences and facilities.

Academic excellence of Jawahar Navodaya Vidyalaya

In Jawahar Navodaya Vidyalayas, all efforts are made to develop competencies among students in scholastic and non-scholastic areas of education which leads to effective personality development of each child. These schools are affiliated to CBSE.[2]

03. A BRIEF REVIEW OF THE WORK ALREADY DONE IN THE FIELD:

Review of literature is an early step for conducting research. It enables to avoid the duplication of research work and broadens the understanding of the research problem. Various research studies have been carried out like "An Analytical Study on School Libraries/School Management" has been conducted in India and other countries of the

world. These studies relate to the different aspects of libraries particularly School libraries, including library administration, finance, document collection, library staff, services, physical facilities, use of libraries by students, teachers, their information seeking behavior, use pattern and user's satisfaction with the resources and services of School libraries, etc. Under this heading, a review of the selective and useful studies related to the research problem has been attempted.

In a study conducted by Purohit, P (1989) on the "Role of the Secondary School teacher's organization in relation to the qualitative improvement of Secondary Education in Orissa" after independence found that the Secondary Schools organizations of Orissa were at the initial stages motivated by trade unionism and then gradually drifted towards enhancing academic excellence of its members. They have shown concern both for the betterment of the socio-economic status and promotion of professional competence of the teachers. However, they were more effective in improving the socio-economic status of their members than in promoting professional competence. Although they did not acquire the status of professional consultants in the formulation of educational policies and program, they did influence these to a limited extent, by expressing their unilateral considered views. For improving the professional competence of their members, the efforts of the Secondary School teacher's organization of Orissa were mostly in the form of educational conference and irregular publications. These program of the

organization did not assure active participation by the teacher in large numbers and were devoid of follow up actions.[3]

Kumar, Sunil (1997) has studied in his paper entitled, "Problems of school libraries in present day education: some observations and solutions". This paper draws the attention of present scenario of libraries of Government of Delhi prevalent in secondary education system. Highlight the problems being faced by school librarians in day to day operations of libraries serving the needs of the students. Also indicates the lack of infrastructural facilities provided in the school libraries and suggests ways to find out solutions to problems being faced by the school libraries of government/aided schools in Delhi. Indian Library Association organized a seminar for school library development in 1986 and 1996 respectively to improve the situation of school libraries in India. But the condition of school libraries remains the same. School libraries are thus still in a dilapidated condition.[4]

Hasan, Nabi (1997) "School Libraries in India: a descriptive analysis" In his paper author has discussed critically the present position of school libraries in India which emphasizes on developing reading habits among children. Highlights the present position, problems faced by school libraries and suggests solutions. Describes the role of school library in teaching-learning process as well as future development of the students.[5]

Verma, S.L and Singh, A (2000) in their paper "Role of Libraries in school Education and their present scenario in India" emphasize the role of libraries in school education; States the objectives of school libraries;

describes the present situation of school libraries in India and briefs about the steps taken by various education commission to improve the conditions of school libraries.[6]

"Research Abstracts on Education, 1998-2009" has been compiled to present widely scattered research in a compact form, and assist in making encapsulated information and recommendations of research available to planners, programmer's implementers and researchers. Research studies conducted by various organizations during the period 1998 to 2009 have been summarized on various subjects such as Early Childhood Education/ Preschool Education, Education for All, Girl Child Education, Learning Disability, Mid Day Meal, Out of School Children, Primary Education, Rural Education, etc.[7]

Fredrick, Olatunji and Salaam, Mulikat O. (2011) The National Policy on Education in Nigeria (1981), section 3 nos. 5 and 10 states that libraries are one of the most important education services. The policy recommends that every state ministry of education should provide funds for the establishment of school libraries and for the training of librarians and library assistants. The Nigerian government, however, has not provided serious financial backing to support the policy. As a result the libraries that exist have few materials and low patronage. This article examines the state of school libraries in Nigeria, focusing on problems they are facing such as declining financial support, poor infrastructure and equipment, employment of unqualified personnel, insufficient collections, and low

level of information technology development. It also offers recommendations to address these problems. [8]

04. OBJECTIVES OF THE STUDY

4.1 To know the present status of libraries of Jawahar Navodaya Vidyalayas of Chhattisgarh.

- Improvement in collection development and quality services
- Numbers of users using the library per day
- Any programs/ activities arranged by library

4.2 To know the awareness among the students and Staffs about the Library.

- Library orientation / induction program
- Number of students visiting the library daily/ time spend by students in library
- Number of staffs visiting the library daily/ time spend by staffs in library

4.3 To assess the library Physical facilities and services etc.

- Separate library building
- Reading room/ area
- Types of services- Issue/return, print-out, photocopy, internet, etc.

4.4 To identify problems of Libraries of Jawahar Navodaya Vidyalayas.

- Staff in library
- Acquisition of books

- Library timing
- Library space

4.5 To draw opinions and suggestions from the users towards improvement and changes in libraries.

- Library timing
- Number of books issued
- Relation with librarian
- Collection of books
- Physical facilities/ services

05. NOTEWORTHY CONTRIBUTION IN THE FIELD OF PROPOSED WORK:

Sinha, Manoj Kumar (2003) has studied in his paper entitled, "Studies on the Role and Professional Status of Librarians of Jawahar Navodaya Vidyalays of Navodaya Vidyalaya Samity, Lucknow Region: A Survey". The paper enumerates general introduction, position, objectives function and services of School libraries in India which is followed by the establishment of Jawahar Navodaya Vidyalaya. Second part of the paper deals with the major findings of the survey, conducted on the role, status and professional competencies of librarians of Jawahar Navodaya Vidyalaya of Lucknow Region. Status, role of librarians, the professional commitment and competencies for organizing collection and managing library and information services in their respective Jawahar Navodaya Vidyalaya have also been described. In third part of the paper some

suggestions and recommendations are given by the respondents to improve the overall status of libraries and librarians of Jawahar Navodaya Vidyalaya Libraries in order to make the Jawahar Navodaya Vidyalaya library as a model school library system. [9]

An article has been written by Khaparde, M.S. Srivastava, Ashok, K. and Meganathan, R (2004) on "Successful School Management in India: Case Studies of Navodaya Vidyalayas". This article explored the management devices followed in successful schools in the India. In depth case studies of three successful Navodaya schools were carried out. The School was identified on the basis of the academic performance of students in the last three years in the national examinations and their participation in co-curricular activities at the regional and national levels. For collecting data different methodologies (personal interview, observations, and questionnaire/schedules) from various categories of respondents (principals, teachers, students, parents and in some cases alumni) by a team of researchers has been done. Results indicated that successful schools adopted participative management system in running day-to-day activities of the schools, gave people autonomy but also made them accountable for successful completion of the tasks, followed democratic methods of taking decisions, gave priority to the welfare of students, maintained supportive relationship with teachers, attempted to establish linkage with parents set up higher and higher goals for themselves and the schools, adopted innovative pedagogical methods and evaluation devices, and recognized good work of the teachers. The results

have implications for other schools where some of these devices can be tried out to improve their performance.[10]

Padmamma, S and Guruprasad, D.S. (2006) Navodaya Vidyalaya Library Gajanur: A Case Study. In this paper, the author has discussed the actual background of Navodaya Vidyalaya Library of Gajanur. JNV are intended to educate the talented children. Libraries of the Vidyalayas are aimed at inculcating the reading habits and fulfill the other information needs of students. An attempt is made to determine the information needs of the users-students and faculty of Jawahar Navodaya Vidyalaya and to find out to what extent the library is meeting their information needs. An attempt is also made to suggest the improvement for situation.[11]

Kumar, Anup and Kumar, Rajesh (2010) the focus of the study was on "Guidance need of adolescents studying in Jawahar Navodaya Vidyalayas in Himachal Pradesh" .In the present scientific age, increasing complexities of life are becoming responsible for the need of guidance and guidance has been a vital aspect of education. The country's success in various fields depends on the proper guidance of adolescents. The students need guidance at each step of their life and mainly when they are in the growing and changing period of their life. The adolescents of today are the potent hope of the future and hence cannot be ignored in their guidance needs. JNV are the residential schools and the students studying there are away from their family members. The study includes 350 (for sample) Students of class 10+2 were selected from four JNV in Himachal Pradesh. The result of the present study revealed that the male and female

adolescents studying in JNV have maximum need for vocational guidance and male adolescents have more need for guidance in psychology area than their female counterparts. [12]

Jena, Prakash Chandra (2011) "Accountability of Navodaya Vidyalaya teachers in relation to their occupational commitment and ethical leadership behavior". The study has been conducted to compare accountability of male and female science/art teacher's occupational commitment and ethical leadership behavior. The relationships of teachers accountability with occupational commitment and ethical leadership behavior has been studied too for the different groups of teachers, sample consisted of 200 teachers (100 male teachers and 100 female teachers) from 10 Navodaya Vidyalayas of Punjab. Self constructed teachers Accountability scale. Occupational commitment questionnaire of Jena and Kaur and Yilmaz's Leadership Behavior scale were used to collect data, t-Test and co-relation were used to analyze the data. It was found that art/science made teachers do not differ from female teachers of similar background on accountability and occupational commitment; ethical leadership behavior of science male and female teachers do not differ; arts male teachers exhibit more ethical leadership behavior than female science teachers are positively related: and Teacher's accountability and ethical leadership behavior among male and female arts teachers are positively related. [13]

Dhumne, K. M. and Gawali, S. H. (2012) "Services and Activities of JNV Libraries in Maharashtra: A study". The paper tells about The

National Policy on Education 1986 envisaged establishment of a Navoday Vidyalay in each District of the country. First established in 1985, they are the brain child of P.V. Narasimha Rao. The Navoday Vidyalay Samiti is an Autonomous Organization under the Ministry of HRD, Govt. of India, which has been set up to establish and manage co-educational, residential school covering classes VI to XII known as Jawahar Navoday Vidyalayas. In all the JNV libraries area of reading section are included in the library area and in all JNV libraries capacity of seating is all most same. Library having area of 800 sq.feet, and 1500 sq. feet., has been found to be in one each. Eight Regional Offices have been established at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune and Shillong with jurisdiction over different States and UTs. [14]

Mridha, Sanjib and Barman, Prasenjit (2014) has published most recent paper on "A comparative study on achievement motivation of early teen students of two different category schools". The paper infers that achievement motivation plays an important role in predicting students' future success or failure. The purpose of this study was to observe the difference, if any, on the early –teen boy's students of two different type schools. Subjects of this study were one hundred thirty five male Navodaya students of three age categories and similar number of age and height-weight-matched students from other than Navoday schools (forty five students for each age group from each type of school). Mean, standard deviation (SD) and ANOVA followed by Post-Hoc LSD and independent t-test were the statistics used for data interpretation. Significance

difference ($p<0.05$) was observed between Navoday and other than Navoday students in achievement motivation in the age group of 13-year, 14-year and 15-year. The Navoday students were better than non-Navoday students.[15]

06. PROPOSED METHODOLOGY:

Step1 First of all decision will be taken to ascertain the research problem.

Step2 Hypothesis will be framed according to the title.

Step3 **Coverage**

- Universe of the Study - To study the Libraries of 17 Jawahar Navodaya Vidyalaya, higher secondary education in Chhattisgarh.
- Sampling Frame - The specific schools for study will be :

S.No	List of Vidyalayas
1	Jawahar Navodaya Vidyalayas, Barsoor Distt. Dantewada-I Chhattisgarh-494441
2	Jawahar Navodaya Vidyalayas, Basdei Distt. Surajpur (Sarguja) Chhattisgarh-497231
3	Jawahar Navodaya Vidyalayas, Bhupdevpur Distt. Raigarh Chhattisgarh-496661
4	Jawahar Navodaya Vidyalayas, Borai Distt. Durg Chhattisgarh-491002
5	Jawahar Navodaya Vidyalayas, Chhindgarh Distt. Sukma-Dantewada-II Chhattisgarh-494111
6	Jawahar Navodaya Vidyalayas, Chisda, Pendri, Via-Birra Distt. Janjgir Champa Chhattisgarh-495661
7	Jawahar Navodaya Vidyalayas, Dongargarh Distt. Rajnandgaon Chhattisgarh-491445
8	Jawahar Navodaya Vidyalayas, Jagdalpur, Bastar District
9	Jawahar Navodaya Vidyalayas, Jashpur Nagar Distt. Jashpur Chhattisgarh-496331
10	Jawahar Navodaya Vidyalayas, Karap, Budeli Distt. Kanker Chhattisgarh-494335
11	Jawahar Navodaya Vidyalayas, Kurud Distt. Dhamtari Chhattisgarh-493663

12	Jawahar Navodaya Vidyalayas, Malhar Distt. Bilaspur Chattisgarh-495551
13	Jawahar Navodaya Vidyalayas, Mana Camp Distt. Raipur Chhattisgarh-492015
14	Jawahar Navodaya Vidyalayas, Oriakala, Oriakhurd Distt. Kabirdham Chhattisgarh-491995
15	Jawahar Navodaya Vidyalayas, Ramanuj H.S. School campus, Baikunthpur Distt. Korea Chhattisgarh-497005
16	Jawahar Navodaya Vidyalayas, Salora, Darrabhata, Katghora Distt. Korba Chhattisgarh-495445
17	Jawahar Navodaya Vidyalayas, Saraipali Distt. Mahasamund Chhattisgarh-493558

- Sampling Methods – Stratified Random Sampling.
- Sample Size – 40*17=680 approximate respondents.
- Units of Observation – 17 Libraries of Jawahar Navodaya Vidyalayas, from different districts of Chhattisgarh.

Step4 **Research Design**

- Survey method will be adopted for the study /Descriptive Statistical Analysis will be used (SPSS).

Step5 **Data Collection**

- **Sources of Data** - The data will be collected for the study from various libraries of Jawahar Navodaya Vidyalayas from different districts

i.e., rural areas Jawahar Navodaya Vidyalayas, internet, previous studies, journals (both Print & Online) made by researchers.

- **Types of Data -** Qualitative and Quantitative data will be collected; Researcher will collate qualitative & quantitative data for drawing inferences.
- **Tools and Technique for Collection -**The study will be limited to the faculties, XII class students, librarians and Principals of Jawahar Navodaya Vidyalayas of Chhattisgarh.

➢ A questionnaire based survey will be conducted to collect the information.

➢ Besides this personal interview with students, staff, librarian and Principal will be carried out with observation. Questionnaires will be distributed on the basis of random sampling to the students/users.

Step6 **Data Analysis**

- Statistical analysis will be done by applying SPSS.
- Chi-square Test will be done for comparing variance.

PROPOSED PLAN OF RESEARCH WORK:

The proposed study will emphasize on the following main points:

1. Introduction
2. Study Design & Methodology; Review of Literature
3. History of Jawahar Navodaya Vidyalayas of Chhattisgarh State
4. Infrastructures of Libraries of Jawahar Navodaya Vidyalayas
5. Outlook of students and teachers/ Library services

6. Data Analysis and Interpretation.
7. Conclusion and Suggestions.
8. Bibliography.
9. Appendix.

SOCIAL RELEVANCE OF THE STUDY:

1. Critical evaluation of implication of Government schemes, services regarding education.
2. It is assumed that Jawahar Navodaya Vidyalaya produce quality and all rounder students.
3. Jawahar Navodaya Vidyalaya inculcates the habit of reading good books.
4. Educated students mean educated society.
5. Measure utilization of resources (human and academic).

07. EXPECTED OUTCOME OF THIS RESEARCH WORK:

1. The out come of the study will show that Jawahar Navodaya Vidyalayas of C.G state are not only having good infrastructure and administration but also having good and well- furnished libraries .
2. The out come will throw light on the staffs and students outlook and awareness towards library.
3. The out come of the study will show the percentage of students and staff using the library.
4. Through out come we will come to know the short comings of Jawahar Navodaya Vidyalaya libraries.
5. Suggestions will be given to improve available resources and facilities for users satisfaction.

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